

# **LEARNER-CENTERED TEACHING: KNOWLEDGE TRANSMISSION OR LEARNING FACILITATION?**

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It's obvious that teaching is a cyclic and cumulative process of regular updates and expansion of knowledge bank. Undoubtedly, the purpose of teaching is to change the behavior of the learner so that he or she could act more successfully. The goal of a modern university teacher is to aim at learner-centered approach, i.e. teaching aimed at demonstration and keeping of individual abilities of the learners. The content of learner-centered approach takes into account the individual viewing and understanding of the subject along with standard knowledge; and the methods, means and forms of teaching allow the learners to be actively engaged in compilation of the contents and organization of teaching, and provide the opportunity to choose the level of acquisition of the material. The learner-centered approach is one of the most promising and innovative approaches to adult learning that includes all voices, accomplishes key elements required for personalized, engaging learning. Also the term "learner-centered" refers to environments that play careful attention to the knowledge, skills, attitudes, and beliefs that learners bring to the educational setting.

The learner-centered approach considers the learner's age, physiological, psychological, and intellectual peculiarities; educational needs, orientation to different levels of complexity of the material available to the learner; level of knowledge and abilities of the learners; concerning each learner a unique personality. In traditional didactic education, the instructor decides on the topic, the content and the method of teaching, chooses and provides information as he/she sees it, without consulting the learner. Such instructors focus on what they do, and not on what the students are learning. This emphasis often leads to students who are passive learners and who do not take responsibility for their own learning. This traditional method is called "instructor-centered teaching" by educators. In contrast, "learner-centered teaching" occurs when instructors focus on student learning. It redefines the traditional, didactic educator-learner roles; relationship between learners and a

teacher is considered to be a partnership based on mutual respect and exchange of ideas. This occurs, for example, in switching their roles. So, what are the main differences between the traditional instructor-centered and learner-centered approaches? First of all, in learner-centered education learners by themselves are responsible for:

- identifying the information they already know and practice;
- what they want to learn more about.

Secondly, instructors are responsible for:

- listening to the learners;
- determining what they already know, practice, and want to learn.

Thirdly, information provided in a learner-centered class is brief, brisk and vitally important. Thus, learners are given an opportunity to connect the topic of the lesson with their own life experience, transfer the knowledge they obtain, and apply the new information to their own life. Instructors focus on listening to learners and asking questions that do not have the direct, right/wrong answers.

Fourthly, learners are praised for volunteering and sharing their own experiences. Eventually, learners leave the class with knowledge immediately useful in their lives. In general, the difference between a learner-centered class and a traditional teacher-centered class are in relation to the areas of *power, content, the role of the teacher, the responsibility for learning, and evaluation.*

Realization of learner-centered approach instead of instructor-centered one is supported by research evidence. The members of the American Psychological Association integrated this research into fourteen *Learner-Centered Psychological Principles* which can be summarized through the following five domains:

1. *Knowledge base.* What a person already knows largely determines what new information he attends to, how he organizes and represents new information, and how he filters new experiences, and even what he determines to be important or relevant.

2. *Strategic processing and executive control.* The ability to reflect on and regulate one's thoughts and behaviors is an essential aspect of learning. Successful

students are actively involved in their own learning, monitor their thinking, and assume responsibility for their own learning.

3. *Motivation and affect.* The benefits of learner-centered education include increased motivation for learning and greater satisfaction with school; both of these outcomes lead to greater achievement.

4. *Development and individual differences.* Individuals progress through various common stages of development, influenced by both inherited and environmental factors. Depending on the context or task, changes in how people think, believe, or behave are dependent on a combination of one's inherited abilities, stages of development, individual differences, capabilities, experiences, and environmental conditions.

5. *Situation or context.* Theories of learning that highlight the roles of active engagement and social interaction in the students' own construction of knowledge strongly support this learner-centered paradigm. Learning is a social process. Many environmental factors including how an instructor teaches, and how actively engaged a student is in the learning process positively or negatively influence how much and what students learn [1; 2].

## **ЛИТЕРАТУРА**

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